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ABSTRACT

This report describes an after school pre-kindergarten program which sought to upgrade the reading and math readiness, and develop English-as-a-second-language skills for 45 pre-kindergarten neighborhood children. Pupils were selected for the program on the basis of family background information and pupils' inability to speak English because of recent arrival to the U.S. The program activities were based upon the cognitive/affective approach. Pupil growth in social skills, physical abilities, intellectual ability, English fluency, self image, and parent involvement were assessed. A screening test for learning disabilities, an intelligence test, teacher rating scale of pupils' attitudes, and interviews with school personnel and parents were used to evaluate the program. The report concluded that the program was successful in increasing the social skills, physical abilities, and intellectual ability of the 45 pupils. The program was also successful in developing more positive self image and cultural awareness of the pupils. Parent involvement in school activities were increased. The program fulfilled the goal of preparing children for kindergarten and first grade curricula. The Teacher Rating Scale On Pupils' Pride In Cultural Background instrument is included in the appendix. (Author/JP)

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EVALUATION REPORT

Function No. 20-63426

BASIC SKILLS AFTER SCHOOL PRE-KINDERGARTEN PROGRAM

1975-1976

Phyllis E. Gunther

An Evaluation of Selected New York City Umbrella Programs funded under a Special Grant of the New York State Legistlature performed for the Board of Education of the City of New York for the 1975-1976 school year.

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Chapter C. THE PROGRAM

The 1975-1976 Basic Skills After School Pre-Kindergarten Program was conducted at P.S. 189. The Program sought to upgrade the reading and math readiness of the neighborhood pre-kindergarten children along with developing English as a second language for the non-English speaking children, thus preparing all the children for the reading and other academic work they would encounter in kindergarten and first grade. P.S. 189, as a Title I designated school located in the Brownsville section of Brooklyn, served primarily educationally disadvantaged pupils from Black, Haitian and Hispanic background. The school community continued to support this Program which they started in 1967.

This Umbrella Project provided 45 pupils born in 1971 with a pre-kindergarten program; their parents and other school community parents with sewing room activities and a series of workshops; and the 46* pre-kindergarten pupils from the last two years with tutorial help in their kindergarten and first grade classes.

Three classes of 15 children each were formed when the Program began in January. Staff were hired late December. Children were selected for the pre-kindergarten program by the following criteria: free lunch eligibility, school's knowledge of family needs, information forwarded by social service agencies and pupil's inability to speak English because of recent arrival to this country. The selected pupils were randomly

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* The Program proposal indicated that 75 students would participate based upon last year's graduates. However, due to high mobility of the area, the number of children was reduced to 46.

placed in the classes with the exception of most of the non-English speaking children who were specifically assigned to the class in which the teacher was bi-lingual.

The Program operated from 11:30-5:00 Monday through Friday.* The tutoring took place from 11:30-3:00; the sewing room activities from 1:00-5:00; and the pre-kindergarten program from 3:00-5:00. The pre-kindergarten classes could only operate after regular school hours because the two functioning kindergarten classrooms were being utilized.

The Program was staffed by a Program Coordinator, three Classroom Teachers, four Educational Assistants and three Student Aides.

The Program Coordinator, who was Principal of P.S. 189, recruited the participants, hired and supervised the staff and was responsible for the entire functioning of the Program.

The three licensed Early Childhood teachers (one New York City licensed; two New York State licensed) were responsible for the implementation of the pre-kindergarten program. The three had been connected with the Program and P.S. 189 for many years, although this year one of the teachers had been excessed to another school in the area. One teacher taught in the classroom, the other was an administrator, and the third was a remedial reading teacher.

There were two full-time and two part-time Educational Assistants. The full-time Educational Assistants worked with the former pupils first, followed by one assisting in the classroom and the other assisting in

* The Program proposal called for a four-day week. An extension was granted to a five-day week because of late funding.

the sewing room. The assignment to the Parent's Room was made after the Auxiliary Trainer resigned in March. Both Educational Assistants who were part-time worked in the pre-kindergarten classrooms.

The three Student Aides, who were high school students, also assisted in the classrooms.

Due to the late funding, two former staff members had to accept employment elsewhere and new children had to be recruited since many of those who had signed up the previous May either had found other placement or were otherwise unavailable. By the end of the year, the positions of Auxiliary Trainer and full-time Educational Assistant were still unfilled. In March, the Auxiliary Trainer accepted a regular teaching position, a full-time Educational Assistant took maternity leave, and a Student Aide left the Program, adding to original staff problems.

The Program had been scheduled to operate from October until May. Due to the late funding, an extension of the Program until June was granted to makeup for some of the lost time.

The Program activities for the pre-kindergarten generally were based upon the cognitive/affective approach. There was learning through play with blocks, family living materials, manipulative toys, etc.; learning self-expression through art mediums and music; learning concepts through concrete experiences; learning English and reading readiness through a free flow of language, reading and viewing books, listening to records, playing games, etc. Depending upon the teacher's orientation, these experiences were provided in varying degrees in each classroom.

Three spacious kindergarten rooms were utilized for the pre-kindergarten program. Only the two which had functioning kindergarten programs during the day were fully equipped with materials and equipment. The

Program provided the consumables such as paper, paint, glue, crayons, and so forth.

Parent sewing workshops were held every day in the Teacher's Room after their lunch hour. The room was equipped with six sewing machines, five regular and one heavy duty. The Parent Workshops were held monthly and offered to the entire school community.

Chapter II. EVALUATIVE PROCEDURES

Evaluation of Objectives 1, 2, and 3: To determine whether as a result of participation in the Program pupils showed a significant increase in (1) social skills, (2) physical abilities and (3) intellectual ability.

Subjects: All pre-kindergarten pupils who attended the Program 60% or more of the time and were present for the pre- and post-administration of the tests. Total number was 33 for the Myklebust Test and 23 for the Boehm Test, both administered during the months of January and May. The discrepancy in numbers was due to absences during parts of the administration.

Methods and Procedures: Subsections of the Myklebust Pupil Rating Scale, a screening test for learning disabilities, were utilized to measure the areas specified in Objectives 1, 2 and 3. The scale required the teachers to rate the child's level of performance on a pre-post test basis. The ratings were indicated on a five-point scale. A rating of 3 was average, ratings of 1 or 2 below average, and ratings of 4 or 5 above average.

The Myklebust subsections relating to the Objectives were as follows:

Evaluation Objectives	Rating Scale Subsection	Number of Items
1 - Social Skills	Personal- Social Behavior	8
2 - Physical Abilities	Motor Coordination	3
3 - Intellectual Ability	Verbal Score	9

The Boehm Test of Basic Concepts was administered to measure pupils' intellectual growth also. Form A, Booklet 1, contained 25 items regarding concepts of space, quantity and time. Only correct answers were totaled.

Analysis of Data: Summated data for both tests were treated using the t-test for a correlated sample on the differences between pre- and post-test scores.

Evaluation of Objective 4: To determine whether as a result of participation in the Spanish and French components of the Program the Hispanic and Haitian pupils showed a more positive self-image and pride in their cultural backgrounds.

Subjects: A total of 13 Hispanic and Haitian pupils rated C through F on the Scale for Rating Pupils' Ability to Speak English by their Teachers were included in this component. Of the 13 pupils, 8 were Haitian/French dominant and 5 were Hispanic dominant.

Methods and Procedures: An informal instrument entitled Teacher Rating Scale on Pupil's Pride in Cultural Background* was administered on a pre-post test basis to ascertain change in pupil attitude toward their

* Copy of rating scale is included in Appendix.

cultural background. The item entitled Social Acceptance (by peers) from the Myklebust Pupil Rating Scale was used to measure change in attitude regarding pupil's self-image.

Analysis of Data: Test results were treated by frequency tables.

Evaluation of Objective 5: To determine whether as a result of the Program parent participants showed involvement in school activities.

Subjects: Parents of present and former pre-kindergarten pupils.

Methods and Procedures: Attendance records from the daily sewing room activities, monthly parent workshops and twice-yearly Parent-Teacher conferences for kindergarten and first grade were used to measure parent involvement.

Analysis of Data: (1) Daily workshop attendance figures were summed and the mean obtained; (2) Monthly workshop attendance figures for the pre-kindergarten parents and kindergarten through sixth grade parents were compared in percentage form; (3) Parent-Teacher conference attendance of former pre-kindergarten parents were presented in percentage form.

Evaluation of Objective 6: To evaluate the extent to which the Program as actually implemented coincided with the Program as described in the proposal and addendums.

Subjects: All participants in the Program were included.

Methods and Procedures: On-site observations were conducted on May 4, 11 and 14.* They took place in the three pre-kindergarten rooms, the kindergartens and first grade classrooms where the tutorial work was conducted, and in the Parent's Room where the sewing workshops were held.

* Evaluation of Program began the end of April as present Project Evaluator was not assigned until that time. Former Project Evaluator was unable to fulfill the obligations due to personal circumstances.

Interviews were conducted with the Program Coordinator, the Pre-Kindergarten, Kindergarten and First Grade Teachers, the Educational Assistants, the Student Aides, a number of Parents and the Early Childhood Resource Teacher.

Inspection of materials, equipment and records was made during on-site visits.

Analysis of Data: A qualitative analysis of program effectiveness was described in terms of adequacy of the Program in servicing the needs of pupils and their parents.

Chapter III: FINDINGS

Evaluation of Objective 1 and 2: Pupil growth in social skills and physical abilities was measured by subsections of the Myklebust Pupil Rating Scale on a pre-post test basis. Table 1 summarizes the results.

Table 1

Means, Standard Deviations and Correlated t Test Results for Pre-Kindergarten Pupils using the Myklebust Pupil Rating Scale

Evaluative Objective Test Subsection	N	Pre-Test Mean	Pre-Test S.D.	Post-Test Mean	Post-Test S.D.	t
1 - Personal-Social Behavior	33	21.73	5.26	25.49	4.64	4.73*
2 - Motor Coordination	33	8.58	3.42	9.76	2.11	3.90*

*Significant at .01 level

Evaluation of Objective 3: Pupil growth in intellectual ability was measured by the verbal score of the Myklebust Pupil Rating Scale and the Boehm Test of Basic Concepts, Form A, Booklet 1 on a pre-post test basis. Table 2 summarizes the results.

Table 2

Means, Standard Deviations and Correlated t Test Results for Pre-Kindergarten Pupils Measuring Growth in Intellectual Abilities using the Myklebust Scale and Boehm Test

Name of Test	N	Pre-Test Mean	Pre-Test S.D.	Post-Test Mean	Post-Test S.D.	t
Myklebust Pupil Rating Scale	33	22.79	6.65	27.58	6.07	6.01*
Boehm Test of Basic Concepts	23	16.17	13.32	20.83	8.00	4.89*

*Significant at .01 level

Summary of Test Results of Objectives 1, 2 and 3: Analysis of data indicates that pupil growth in social skills, physical and intellectual abilities can be attributed to the effectiveness of the Program. It must be taken into account that the Myklebust Pupil Rating Scale was designed as a screening device for elementary age children who may have learning disabilities and therefore the items were not totally appropriate to measurement of four year old growth.

Evaluation of Objective 4: Pupils of Hispanic and Haitian background were rated as to (1) their ability to speak and understand English; (2) their ability to identify their cultural background; (3) their pride in their cultural background; (4) their self-image.

In all areas, except for identification of cultural background, pupil change from the beginning of the Program to the end was indicated. Development of a more positive self-image and more pride in their cultural background was expected. Tables 3, 4, 5 and 6 summarize the data.

Table 3

Distribution of Hispanic and Haitian Dominant Pre-Kindergarten Pupils on Scale for Rating Pupil's Ability to Speak English*
N-13

Pupil Ratings		Cultural Background	
Pre-Test	Post-Test	Hispanic (8)	Haitian (5)
C	B	1	4
D	C	0	2
F	D	1	0
F	E	3	1
F	F	0	1

* A (fluency in English) to F (Non-English speaking)
C to F consitutes eligibility for Bi-lingual Program

Table 4

Distribution of Hispanic and Haitian Dominant Pre-Kindergarten Pupils Identification of their Cultural Background at end of Program
N-13

Pupil Background	Identification of Cultural Background			
	Puerto Rican/ Spanish/Columbian	Haitian/ French	American	No Reply
Hispanic	5	0	0	0
Haitian	0	2	3	3

Table 5

Distribution of Hispanic and Haitian Pre-Kindergarten Pupils' Pride in their Cultural Background from Teacher Rating Scale on beginning and end-of-year ratings
N-13

Items	Time	Ratings*				
		1	2	3	4	5
1-When ch initiates conversation, how often does ch speak in dominant languages?	I	6	1	0	2	4
	II	5	3	3	1	1
2-When ch is spoken to, how often does ch respond in Spanish or French?	I	5	1	1	1	5
	II	3	6	1	1	2
3-When ch is spoken to in his dominant language, does ch respond in his dominant lang?	I	5	2	1	1	4
	II	4	3	3	0	3
4-When ch is spoken to in English, does ch respond in dominant language?	I	6	2	1	2	2
	II	6	3	1	1	2
5-How much time does ch spend speaking to others in his dominant language?	I	5	2	0	0	6
	II	3	5	2	2	1
6-How often do other children ask what ch is saying in Spanish or French?	I	7	2	0	1	3
	II	8	4	0	1	0
7-How much recognition is made when Spanish or French-spkg ch hears conversation in his dominant language or about his cultural bkgrd?	I	4	2	1	0	6
	II	1	5	2	3	2
8-Child's recognition of flag from bkgrd.	I	6	2	1	0	2
	II	4	1	0	2	4
" " " newspaper " "	I	6	0	2	1	2
	II	1	3	0	1	7
" " songs " "	I	6	0	1	1	4
	II	1	3	0	1	7
" " " stories " "	I	5	2	1	0	4
	II	0	4	0	2	6
" " " food " "	I	5	1	1	0	6
	II	0	4	0	1	8
9-Is child able to identify self in terms of cultural background?	I	5	0	2	3	3
	II	4	0	0	2	7

* 1 - Never
2 - Sometimes
3 - Frequently
4 - Mostly
5 - Always

Items 1 - 7, ratings of 2, 3 and 4 would be preferable

Items 8 and 9, ratings of 4 or 5 would be preferable

Table 6

Distribution of Hispanic and Haitian Pre-Kindergarten Pupils on their Social Acceptance by Peers (Items from Myklebust Pupil Rating Scale) N - 8

Item	Ratings	
Social Acceptance by Peers	Pre-Test	Post-Test
(1) Avoided by others	1	0
(2) Tolerated by others	2	1
(3) Liked by others	4	3
(4) Well liked by others	0	3
(5) Sought by others	1	1

Summary of Test Results of Objective 4: Analysis of data indicates that the 13 pupil participants in the Spanish and French-speaking components of the Program changed in their use of their dominant language and ability to speak English. In the beginning of the Program, those pupils who came in with some fluency in English did not use their dominant language and some children with no English used only their dominant language.

By the end of the Program, all but one of the pupils increased in their ability to speak English. Some of the children who originally had no English were speaking both English and their dominant language and the children who originally did not use their dominant language were also using both languages.

In addition, most of these four year olds were able to identify themselves in terms of their cultural background and were found to be better liked by their peers after five months in the Program.

Thus, we can infer that the Hispanic and Haitian pupils developed a more positive self-image and more pride in their cultural background as a result of being in the Program.

Evaluation of Objective 5: Participation of present pre-kindergarten parents in the daily sewing activities and monthly Program-sponsored workshops and former pre-kindergarten parents in their kindergarten and first grade Parent-Teacher conferences was evaluated by attendance data. The data is presented in Table 7.

Table 7

Number of Parents Attending Program Workshops and Parent-Teacher Conferences

Present Pre-K Parents N-45
Former Pre-K Parents N-46
K-6 Parents N-900 (approximate)

Program Workshops	Time	Attendance
Sewing in Parent's Room	Daily 1-5	Total 520 (71 days) Present and Former Pre-K Parents Mean - 7
Reading Spkr: District Reading Coordinator	1/76	Total 23 Pre-K Parents: 5 (11%) K-6 Parents: 18 (2%)
Learning Difficulties Spkr: Social Worker, Kingsbrook Medical Center	2/76	Total 17 Pre-K Parents: 5 (11%) K-6 Parents: 12 (1%)
Math Spkrs: P.S. 189 Math Lab Teachers	3/76	Total 13 Pre-K Parents: 4 (8%) K-6 Parents: 9 (1%)
Parent-Teacher Conferences		
Kindergarten & First Grade	Fall 1975 Spring 1976	Former Pre-K Parents Kdgtn Parents: 27 (100%) 1st Gd Parents: 19 (100%)

Summary of Attendance figures of Objective 5: The data shows that there was a high degree of parent involvement in the Program workshops and continued involvement of former Program parents by their attendance at Parent-Teacher conferences. Therefore, this objective has been attained.

Evaluation of Objective 6: The Basic Skills After School Pre-Kindergarten Program implemented its proposal even though it suffered loss of staff and pupils due to the late funding and other problems.

The pre-kindergarten program activities varied in each room depending upon the orientation of the teacher. All classes followed the traditional early childhood curriculum structure of free play, snack and group activity. In the two rooms which housed the kindergartens during the regular school program, the classes engaged in more activities because of the wealth of materials and equipment. However, the teacher in the least-equipped room was extremely creative and provided experiences for the children that far exceeded the limits of materials and equipment. In her room, which was unused during the regular school day, every aspect of the curriculum exemplified the cognitive/affective approach to learning. The children's thinking was challenged by the experiences presented; their language expanded through the stimulation of the Program and the feelings expressed.

Although the 3:00-5:00 hour is usually difficult for children and parents, the parents felt it worked well into their schedule and the children were considered alert. The attendance was unusually high for a pre-school program with only two or three pupils absent daily. The after-school hour also allowed older siblings to transport the younger ones to and from school.

The Parents' Room sewing activities were noteworthy. The Educational Assistant who served the dual role of tutoring and working with the Parents was of Hispanic background and had expertise in sewing. The parents were given the unique opportunity to learn sewing. Through her sewing instruction, warmth and good sense, the Educational Assistant had

a regular following of parents, many of whom were non-English speaking and some who formerly had children in the Program. The parents became close and held parties. The gala affair was the end of the year fashion show when they modeled their year's handiwork. The parents also helped raise money for the entire school functions.

Results of a Parent Questionnaire showed that of the 28 (62%) parents who returned the questionnaire all felt the Program worthwhile and that their child enjoyed the Program. All but one parent stated that their child adjusted to school and that the Program improved their child's ability to get along with other children. Eleven (41%) checked attendance at a workshop while 18 (59%) checked no attendance at workshops. Since workshops usually refer to the monthly meetings and the question also referred to Parents' Room activities, there may have been more who could have replied in the affirmative. In any case, 41% attendance still should be considered high.

The kindergarten and first grade teachers spoke about the former pre-kindergarten pupils in the following ways: "They stand out. They were used to school." The Educational Assistants worked out their tutoring program with the Classroom Teachers. One Assistant developed individual lessons, assigned homework and kept records of each day's work.

Former pre-kindergarten pupils' test results from the District-wide testing using the Boehm Test of Basic Concepts showed the following:

Table 8

Distribution of 1974-75 Pre-Kindergarten Pupils Test Results from Boehm Test of Basic Concepts, Form A & B, Booklets 1 & 2, administered on pre-post test basis (Passing score - 25 or more correct)

Number of Kdgn children who were former Program participants and Title I eligible	Number who passed Pre-test and not eligible for re-test	Number who failed pre-test and passed post-test	Number who failed pre-test and failed post-test
24	13 (54%)	9 (38%)	2 (8%)

The results indicate that over half of the former Program participants entered the kindergarten prepared for the work and all but two showed improvement. Thus, we can conclude the success of early intervention from the Pre-Kindergarten Program.

Orientation to the 1975-1976 Program was given by Program Coordinator at the inception of the Program. New staff received orientation when they were hired. The Program Coordinator was supportive of staff and helpful in all aspects of the Program. Each classroom staff planned their schedule daily or weekly. The teachers and assistants generally stayed together. No training was provided.

Materials and equipment (tradebooks, learning materials and Audio-Visual equipment) ordered for this year had not yet arrived by the end of May. The consumables were put to good use, but were not considered of sufficient quantity.

The recommendations from last year called for:

(1) Expansion of the Program to other schools to accommodate the large waiting list.

This was not possible for the 1975-1976 Program. It is being considered for the 1976-1977 Program.

(2) Operation of the Program from October to May to minimize security problems since another Program occupies the facilities during that time.

Since the Program did not commence until January and some of the lost time was madeup by an extension until June, this was not possible. This recommendation will be incorporated in next year's proposal.

(3) Inclusion of collection data on follow-up kindergarten children to indicate success of early intervention.

This information was included in Table 8.

(4) Assistance on development of evaluation instruments.

The Program Coordinator chose a new instrument for the 1975-1976 Proposal implementation although it was not through the evaluation agency.

Chapter IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The Basic Skills After-School Pre-Kindergarten Program was successful in increasing, to a significant degree, the social skills (Objective 1), physical abilities (Objective 2) and intellectual ability (Objective 3) of 45 pre-kindergarten children. It was also successful in developing a more positive self-image and pride in cultural background of the Hispanic and Haitian-dominant children (Objective 4). The Program was also successful in involving the parents in school activities (Objective 5). The results indicate that the Program has fulfilled its goal of preparing four year old neighborhood children for the kindergarten and first grade curriculum and improving the language skills of the children for whom English is a second language.

The following recommendations are submitted (to the District) for (their) consideration:

(1) Facilities for all pre-kindergarten classes should be fully supplied with materials and equipment.

(2) Staff should receive a series of orientation and training sessions on the cognitive/affective approach to learning. In this way, the experienced staff can be assisted in more fully implementing the pre-school curriculum.

(3) A more appropriate evaluation instrument should be developed to measure the growth of the pre-kindergarten pupils.

In conclusion, it is further recommended that the approval for funding be granted early enough for an October-to-May Program implementation. Therefore, this popular, much-needed school community program should be continued for 1976-1977.

APPENDIX

TEACHER RATING SCALE ON PUPILS' PRIDE IN CULTURAL BACKGROUND

Name of Child:_____ Date completed:_____

Child's Rating on Language Ability Scale____ Person completing form____

Please fill out the following scale for each Hispanic and Haitian-speaking child in your class.

Please use the five-point rating scale for all items except the last.

1 - almost never, never
2 - sometimes
3 - frequently
4 - mostly
5 - only, always

1. When child initiates conversation, how often does child speak in his/her dominant language? 1 2 3 4 5

2. When child is spoken to, how often does he/she respond in Spanish or French? 1 2 3 4 5

3. When child is spoken to in his/her dominant language, does he/she respond in the dominant language? 1 2 3 4 5

4. When child is spoken to in English, does he/she respond in dominant language? 1 2 3 4 5

5. How much time does child spend speaking to others in his/her dominant language? 1 2 3 4 5

6. How often do other children ask what child is saying in Spanish or French? 1 2 3 4 5

7. How much recognition is made when Spanish or French-speaking child hears conversation in his dominant language or about his/her cultural backgroung? 1 2 3 4 5

8. What does child recognize from his cultural background:

flag	1 2 3 4 5
newspaper	1 2 3 4 5
songs	1 2 3 4 5
stories	1 2 3 4 5
food	1 2 3 4 5

9. Is the child able to identify himself/herself in terms of his/her cultural background? Does he/she know he/she is Spanish or French? 1 2 3 4 5

10. When child is asked, "Are you Puerto Rican, Haitian, or American?". what does he/she answer?

Puerto Rican Haitian American No Reply